4MATion® USER GUIDE

4MAT 4BUSINESS®

table of contents

2

CHAPTER 1: WHAT IS 4MAT®?

how do I engage all learners?

4

Think about anything you have learned, and ask yourself if you experienced these steps. This four-part cycle of learning applies to learning anything. You followed this cycle when you learned to ride a bike, when you learned Spanish in 10th grade and when you figured out that new software last week. Ok, maybe, you didn't really learn Spanish. However, I bet if you figured out why you're not fluent in Spanish, it would have something to do with one part of this cycle being skipped. By applying the model to training design, you ensure that learning really happens.

This guide will give you an overview of how to apply the 4MAT® model to training anybody on anything. There are four key questions we will explore that will help you in applying 4MAT® to training design and delivery:

1. What is learning, really?
Learning is understanding the two actions that occur when learning happens. There are two primary actions that occur when we learn. Preferences in how learners approach these two actions define individual learning styles. When you understand these preferences, you can address them successfully.

2. What is a learning style?
Your learning style refers to the part of the learning process you enjoy the most. Your learning style influences how you evaluate learning experiences, how you communicate with others and how you train. Being aware of your learning and training style preferences and the preferences of other styles will help you be a better trainer.

3. What do I need to know about the brain?
Recent brain research affirms that the 4MAT® model mirrors what is happening in the brain, when we learn. While it is important to understand learning styles preferences, it is critical that a trainer understands that preferences speak to the part of the learning cycle the learner enjoys most. You don't need to know all the neuro-speak. Although, it is impressive to occasionally weave in the phrase, "orbital cortex" into a conversation. An effective trainer needs to know how to lead all learners through the entire 4-part learning cycle.

4. What is the simplest, fastest way to create brain-based learning?
As trainers, we are bombarded with tools, tips and strategies for creating "brain-based" learning. How do you make sense of this and make sure you include everything you need to in your design? 4MAT® gives you a simple framework for integrating learning styles, right- and left-brain strategies and performance improvement strategies.

what is 4MAT?

The secret to engaging training design: all learning includes four critical steps. They are:

perform
the adaptation of new information for real-world application

engage
the gaining of attention

practice
the application of new information and skill development

share
the initial discovery of new information

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what is "learning?"

6

There are two primary actions that define learning: **perceiving** and **processing**.

Perceiving refers to the act of taking in information through our senses.

Processing refers to how we act on that information. By this definition, when you read an email, sit in a meeting or talk to a salesperson, you are learning.

perceiving   processing
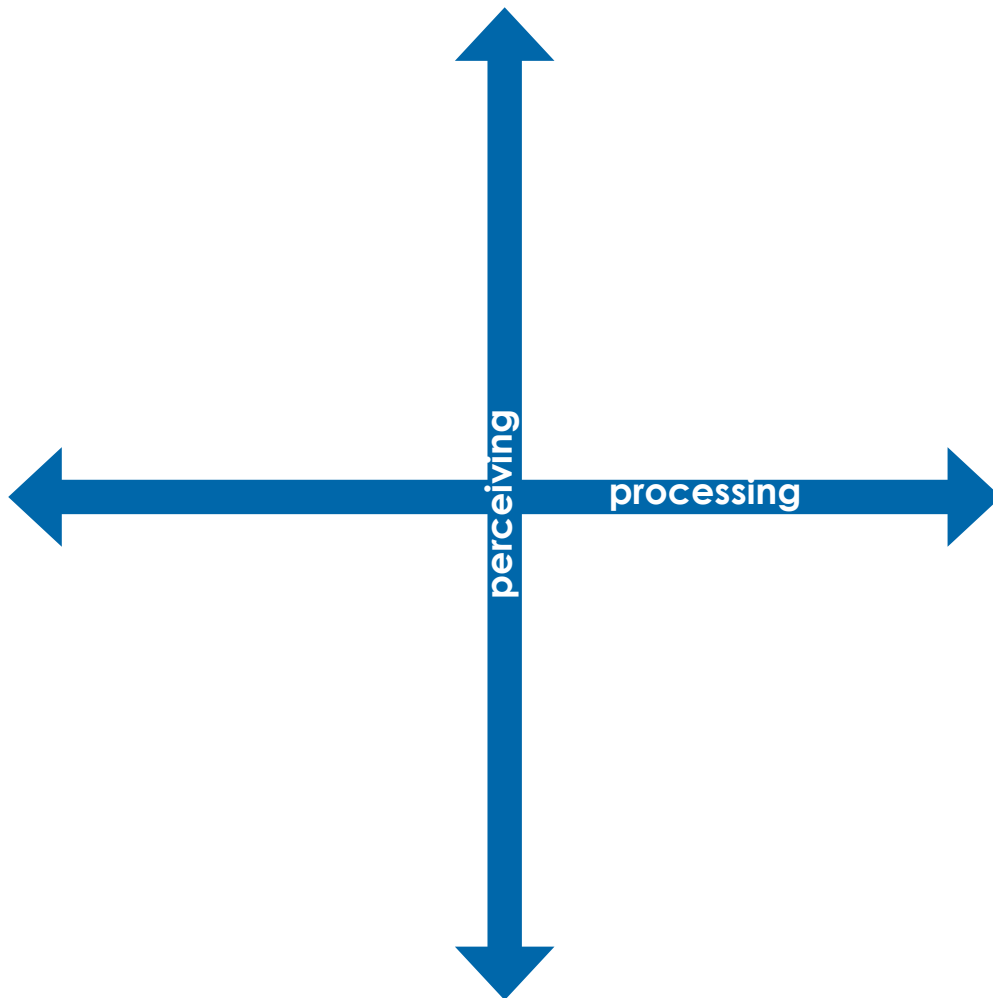
what is "learning?"

Perceiving: How do you take in information?

Some of us prefer to take in information experientially. **Feelers** enjoy being immersed in an experience. Feelers take in information from an "inside" place. They rely heavily on their own experience. They prefer to be personally involved in a learning experience. You will see these preferences in action in a classroom learning situation. Feelers like to hear and share stories. They enjoy dialogue and group activities. Are you a **feeler**?

FEELING

perceiving

THINKING

Other learners prefer to take in information intellectually. **Thinkers** prefers to read, research or learn from another outside source. Thinkers take in information from an "outside" place. They enjoy structured, well-organized presentation of information. You will see these preferences in action in a classroom learning situation. Thinkers prefer well-researched data, concepts and organized lecture. Are you a **thinker**?

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what is "learning?"

8

Processing: What do we do with the information we take in?

Once we take in information, we process the information. Some of us linger in reflection. Watchers prefer to reflect before moving into action. **Watchers** like to understand the information. They want to make sense of what they are experiencing before deciding how to act upon this new information. You will see these preferences in a classroom learning situation. The watchers will hang back and observe. They will ask clarifying questions. They will be slower to move into activities. They like to see things unfold, before jumping in. Are you a **watcher**?

DOING ⟵ processing ⟶ **WATCHING**

Others prefer to jump into action. **Doers** are imagining how they will use the information you are sharing. They will be quick to move into activity, sometimes disregarding the directions. They will finish quickly. And, they will have little patience for content that doesn't seem to be practical. Are you a **doer**?

your learning style

When you combine the perceiving preference for feeling or thinking with the processing preference for watching or doing, you discover four distinct preference combinations. These four combinations are the foundation of the 4MAT® design model and the 4MAT® learning style descriptions:

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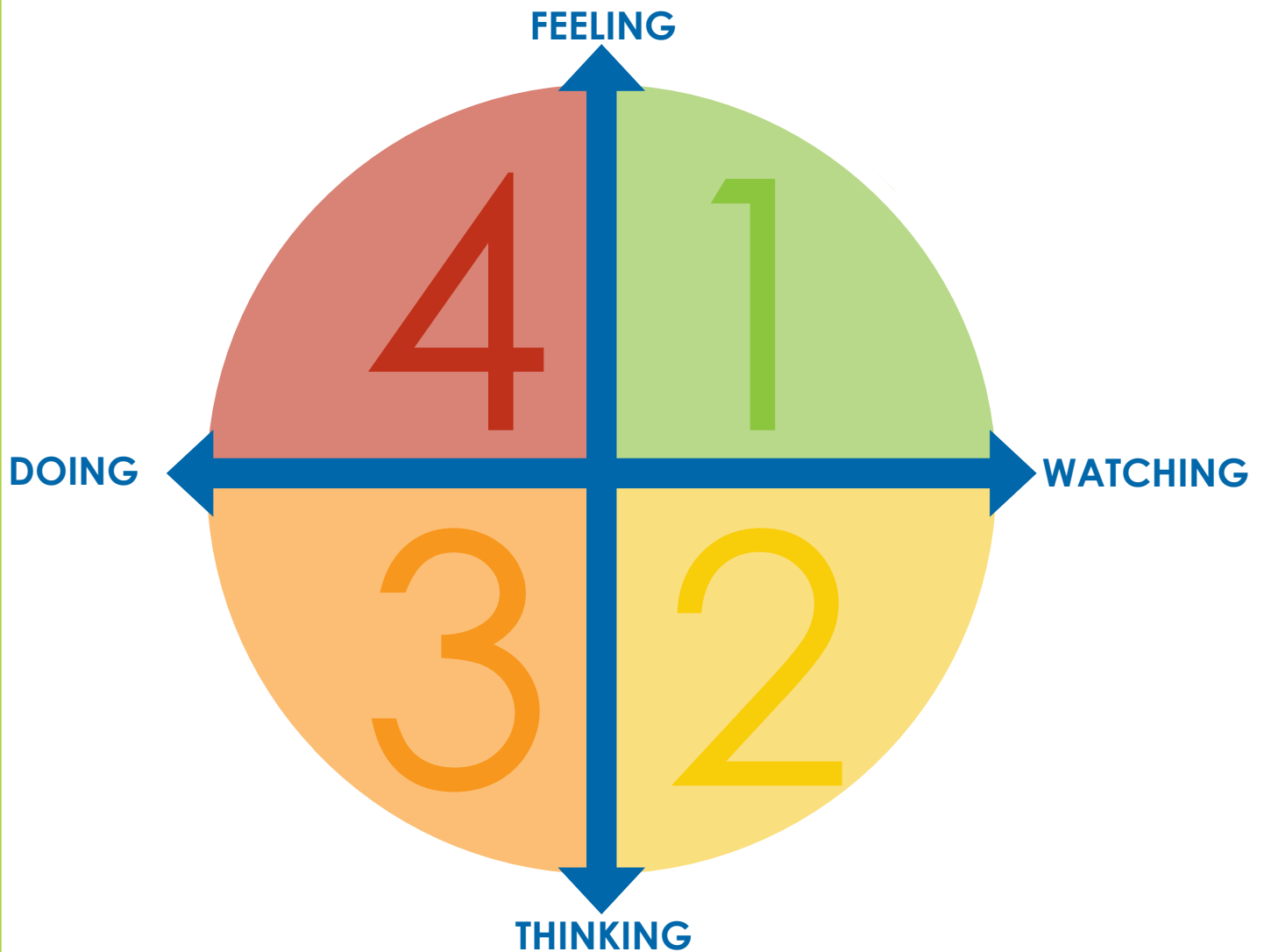
what is a learning style?

10

Each learning style focuses on a unique question. As trainers, we can engage each learning style by addressing all four questions:

if? 4

why? 1

how? 3

what? 2

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the 4MAT® learning styles

Learning style refers to the part of the learning cycle that you enjoy the most. It is the way that you prefer to experience and process information. Everyone has a preference. And, everyone moves through the entire learning cycle. Here is an overview of the 4MAT® Learning Styles:

Type 4: Dynamic Learners
- seeks hidden possibilities
- needs to know what can be done with things
- learns by trial-and-error, self-discovery
- enriches reality
- adaptable to change and relish it
- enjoys variety and excels in being flexible
- risk-takers
- often reaches conclusions without logic

Strength: action, carrying out plans
Goals: to make things happen
Favorite question: What if?

Type 1: Imaginative Learners
- seeks meaning
- needs to be personally involved
- learns by listening and sharing ideas
- absorbs reality
- interested in people and culture
- functions through social interaction
- idea people

Strength: innovating and imagination
Goals: self-involvement in important issues, bringing unity to diversity
Favorite question: Why?

Type 3: Common Sense Learners
- seeks usability
- needs to know how things work
- learns by testing theories using practical methods
- edits reality
- uses factual data to build concepts
- enjoys hands-on experiences and problem solving
- needs "real-life" correlation

Strength: practical application of ideas
Goals: bringing their view of the present into line with the future
**Favorite question:** How?

Type 2: Analytic Learners
- seeks and examines the facts
- needs to know what the experts think
- forms reality
- interested in ideas and concepts
- critiques information, collects data
- thorough and industrious
- enjoys the traditional classroom
- function by adapting to experts

Strength: creating concepts and models
Goals: self-satisfaction and intellectual recognition
Favorite question: What?
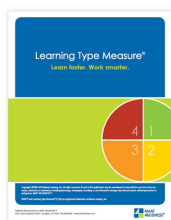
The 4MAT® **Learning Type Measure® (LTM)** is one of the most widely used tools in the world for profiling individual approaches to learning. It measures individual preferences for selecting, organizing, prioritizing and representing knowledge, information and experience. To order, visit **www.4mat4business.com**.
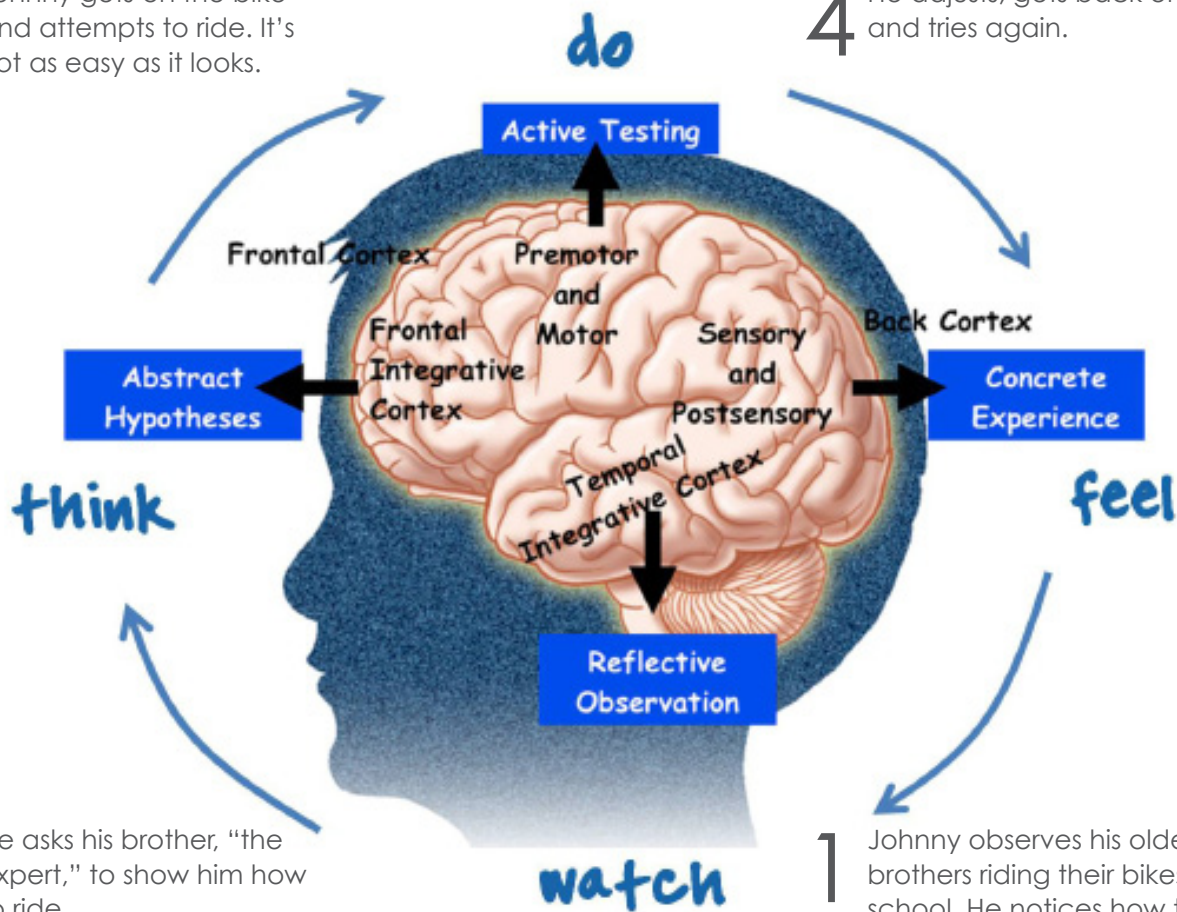
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what do I need to know about the brain?

12

To fully understand learning styles, it is important to understand how learning happens. Your learning style refers to the part of the overall learning process that you enjoy the most. Regardless of learning style preferences, every learner moves through four stages of the learning cycle. In *The Art of Changing the Brain*, Dr. James Zull* shares the four stages of the Learning Cycle. Imagine 6-year-old Johnny is learning to ride a bike. Notice how Johnny moves through the learning process:

3 Johnny gets on the bike and attempts to ride. It's not as easy as it looks.

4 He adjusts, gets back on and tries again.

do

Active Testing

Frontal Cortex   Premotor and Motor

Frontal Integrative Cortex

Back Cortex

Abstract Hypotheses

Sensory and Postsensory

Concrete Experience

think

Temporal Integrative Cortex

feel

Reflective Observation

watch

2 He asks his brother, "the expert," to show him how to ride.

1 Johnny observes his older brothers riding their bikes to school. He notices how they ride. It looks easy.

*Dr James Zull, Professor of Biology and Biochemistry at Case Western University, Director of UCITE (The University Center for Innovation in Teaching and Education), and Professor of a Human Learning and The Brain course .

4MAT®: a brain-based design and delivery model

The 4MAT® model is a simple framework for designing brain-based learning. When you intentionally choose activities that lead the learner through the learning cycle, you ensure that learning happens.

practice: the application of new information

**perform:** the adaptation of new information for real-world application

share: the initial discovery of new information

engage: gaining attention
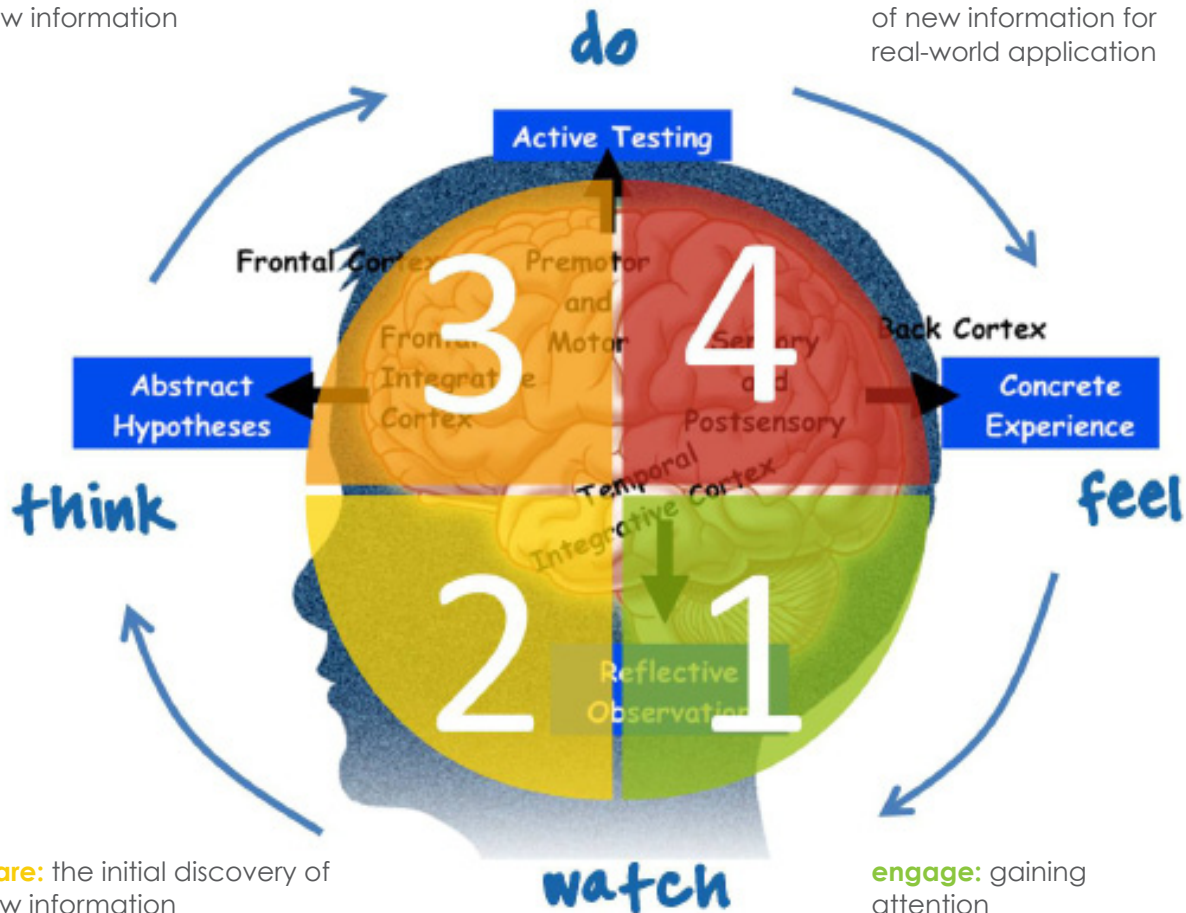
4MAT® is a straightforward adaptation of what we know about how people learn. When you follow the four steps of the 4MAT® Cycle and answer the four key questions for the learner, you design and deliver brain-friendly learning.

what is the simplest, fastest way to create brain-based learning?

The 4MAT® model integrates the preferences for 1,2,3 and 4 with preferences for right- and left-mode processing.

As trainers, we need to intentionally include right- and left-mode strategies in our design. When we overlay right and left on the four parts of the wheel, we create an 8-step model for design. This model addresses the four key questions that must be answered for training transfer along with the right and left mode strategies that increase retention.
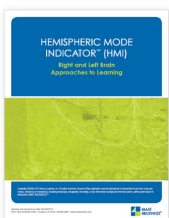
The 4MAT® **Hemispheric Mode Indicator (HMI)** measures right- and left-mode preference on a scale of -60 to +60. To order, visit **www.4mat4business.com**.

the 8-steps of learning

Perform

Engage

4

1

STEP 8: WE INTEGRATE THE LEARNING INTO OUR LIVES WITH OUR OWN ADAPTATIONS

STEP 1: WE LEARN FROM WHERE WE ARE, AND WE BECOME PERSONALLY INVOLVED

STEP 8: WE MUST BE ABLE TO DETERMINE OUR PROGRESS AND SKILL LEVELS, REFINING AS NEEDED

STEP 2: WE NEED TO BE IN DIALOGUE, SHARING PERCEPTIONS AND IDEAS, EXPLORING OUR THINKING

4R   1R

4L   1L

3R   2R

3L   2L

STEP 6: WE MUST APPLY THE LEARNING TO REAL-LIFE PROBLEM SOLVING

STEP 3: FOR DEEP, CONCEPTUAL UNDERSTANDING, WE HAVE TO SEE HOW IT ALL FITS TOGETHER

STEP 5: WE NEED TO PRACTICE WITH SUPPORTIVE COACHING

STEP 4: WE NEED TO UNDERSTAND THE UNDERLYING CONCEPTS AND HOW THEY CONNECT ALL OF THE DETAILS

3

2

Practice

Share

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CHAPTER 2: WHAT IS 4MATION®?

what is 4MATion®?

4MATion® is a web-based corporate Training Design Center for individuals and organizations. The goal of 4MATion® is to increase learner impact and engagement while speeding up the design process.

With the 4MAT 4Business® Corporate 4MATion® Training Design Center, you can:

- Create new training designs using the 4MATion® 10-Step Design Wizard, which guides you through the 4MAT 4Business® Design Process.
- Copy activities into a new training design directly from the 4MATion® Bank of Activities.
- Store all of your training materials (workbooks, leader guides, PowerPoints, audio files and URLs) in a searchable library for later use.
- Access your training materials from any location with Internet access, any time.
- Attend ongoing online train the trainer courses on training design, delivery and leadership 24/7.
- Reach every learning style to fully engage all learners while organizing your design to ensure organized and complete delivery.

How It Works

1. Input your outcomes
You will define four critical learning outcomes that will guide the training design process. The 4MAT® Design Wizard will help you choose the most powerful training activities based on your outcomes.

2. Follow the 10-step wizard
The Design Wizard leads you step-by-step through creating a 4MAT® brain-based training design. When you are complete, you will have a 4MAT® "Wheel" that overviews the design and a detailed leader guide complete with attached files such as PowerPoints.

3. Import training activities from the Activity Bank
As you begin to choose training activities, you can access the 100+ activities included in the 4MAT® Activity Bank. With a single click, 4MATion® will import the activity details, facilitator script and materials needed directly into the training design and leader guide you are building.

4. Get help and inspiration 24/7
For each step in the design process, you can access help and education features including training design tips, examples of training activities and on-demand train-the-trainer videos.

5. Build your own customized, printable leader guide, as you design
When you complete the 10-step wizard, you will also develop a printable Leader Guide which includes an overview, learning outcomes and step-by-step facilitator notes. You can import images, choose fonts and customize, as you like.

6. Assess your design
After you complete your training design, you can use the 4MAT® Assessment Checker to assess each training design step. You can also invite others to share feedback.

7. Attach related files - including PowerPoints, images and handouts
You can upload other file documents for storage in the web-based library. This makes organizing training materials easy and accessible from anywhere.

8. Access your 4MATion® Library from any Internet connection
Using your unique username and password, you can access your training materials from any computer with Internet access.

9. Share your training
The 4MATion® Training Library stores and protects all of your training designs. You determine who can view your work. If you work with a team of designers, a group Training Library can be created for shared training design access.

Contact 4MAT 4Business® for more information at 866.888.4MAT or info@4mat4business.com

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what am I creating in 4MATion®?

18

Using the 4MAT 4Business® 4MATion® Corporate Design Tool, you will create a 4MAT® Training Design Wheel and a Leader Guide to help you deliver your material.
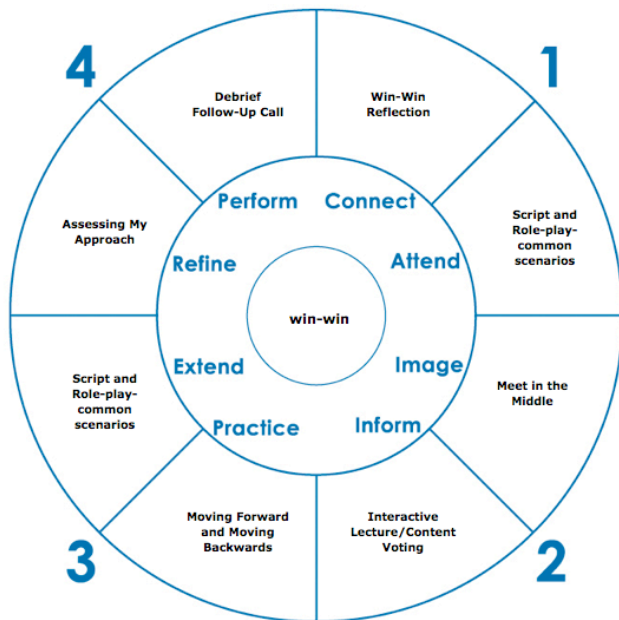
What is a 4MAT® Wheel?

The 4MAT® Training Design is presented in a circular visual called the "4MAT® Wheel." This visual symbolizes the 4MAT® cycle of learning and is a visual map of your completed training design. As you complete the 10-step design wizard, your text will appear in the printable 4MAT® Wheel. This wheel will display at the beginning of your Leader Guide, as a quick reference tool. You can also print the wheel on a single page, if you like.

What is the Leader Guide?

The 4MATion® Leader Guide is a reference guide for the course facilitator. All of the content that you input into the "Create Guide" fields in each of the design wizard steps will populate your leader guide. The guide will display course outcomes, the 4MAT® Training Design Wheel and the activities you include in for each of the 8-steps of delivery. You can format and customize your guide using the text editor tools.

the10-step design wizard

It is important to note that the sequence for designing a 4MAT® training design wheel is different than the sequence for delivery. When designing, you will begin with the outcomes (the end result of the delivery process) and work towards how you will connect the learner to the content (the beginning of the delivery process).

Build the Framework

Step 1: Title your design for searchability in the 4MATion® library.

Step 2: Define four critical outcomes which will guide the design process.

Step 3: Describe the content that you will be teaching (the body of knowledge being transferred)

Step 4: Identify the concept or "big idea" of the course. The concept is the over-arching idea that binds the course content into a cohesive learning unit. The Help center will guide you in formulating the concept for your design.

Step 5: Identify the "bridge" for the course. The bridge is the relationship between the concept and the content. The Help center will guide you in formulating the bridge for your design.

Create the Design

Step 6: Design the "Inform" and "Practice" steps. In Inform, you will include the lecture and key content for the course. In Practice, you will develop a knowledge check activity.

Step 7: Design the "Extend" and "Refine" steps. In Extend, you will develop an activity that simulates real-world application of the content shared in Inform. In Refine, you will develop an activity that requires the learners to assess and adapt their application for successful transfer.

Step 8: Design the "Perform" step. In Perform, you will develop an activity that gains commitment for transfer and provides a metric for implementation.

Step 9: Design the "Connect" and "Attend" steps. In Connect, you will develop an activity that grabs the learner's attention and introduces the concept for the course. In Attend, you will develop an activity that leads the learner to examine their own experiences related to the course concept.

Step 10: Design the "Image" step. In the Image step, you will develop an activity that encourages the learner to visualize the content and process using right-mode strategies.

Once you have completed your design using the 10-step Design Wizard, you can access the Delivery section of 4MATion® and assess your design. In the delivery of 4MATion®, you can also attach files such as powerpoints and videos for storage in the library.

Join 4MAT 4BUSINESS® for 5 web workshops to put the best-selling book, *Hold On, You Lost Me*, into action. In this series, you will learn and apply the 4MAT® 8-step process for designing effective training. Visit **www.4mat4business.com** to register.

4MATion®: the basics

20

Where do I start?

Simply sign up for your free 30-day trial or log in to your online Training Design Center directly from **www.4mat4business.com/4mation**

How do I sign up for my free trial?

1. Go to **www.4mat4business.com** and click "Get Your Free Trial" [Get Your Free Trial] under the 4MAT® Training Design Center section.
2. Click the "Sign Up for Your 30-day Trial" link and fill out the forms. Don't forget to read the 4MATion® Terms of Service.
3. Once you fill out the forms, you will receive your user name, password and the 4MATion® login link.

I have my password, how do I sign in?

1. After you sign up, simply click the link that you received in your confirmation email.

If you are a returning customer:

1. Go to **www.4mat4business.com** and click "Log In to 4MATion®" [Log In To 4MATion®] under the 4MAT® Training Design Center section.
2. On the right hand side of the web page, you will see the sign in form. Enter your username and unique password. Click the "Login" [LOGIN] button.

your 4MATion® home page
www.4mat4business.com/4mat/

tips on getting started with 4MATion®

account log in

4MAT 4BUSINESS® news feed

CHAPTER 3: 4MATion® TOOL OVERVIEW

4MATion®: the basics

22

Here are the three sections of 4MATion® you will use to build your training design.

bank of activities/library

Bank of Activities/Library

Name, Search and Store

The first screen you will be directed to after you log in is the Home page, listing your library of training designs. From the Home page you can access all of your own designs as well as any other designs you have permission to view. The information you enter into Step 1 of the 10-step design wizard determines what will be seen in the library search fields.

10-step design wizard

10-Step Design Wizard

Create Your Training Design

When you click the "Wizard" icon on the Home page, you will launch the 4MATion® 10-Step Design Wizard. This will guide you through the process of designing your 4MAT® Training Design Wheel and your Leader Guide. After you enter information in Step 1 (naming your design), click the "Save" button to save your design in the library. After saving in step 1, you will be able to return to your finished or unfinished design by clicking on the design title in the library.

delivery pages

Delivery Pages

Attach Files, Assessment,
Print Your Design and Leader Guide

In the Delivery section of 4MATion®, you can view the progress of your 4MAT® Wheel and Leader Guide. After you complete your design, you have the option to attach files such as PowerPoints, PDF's, images, and video files. The assessment button allows you to assess your design using the 4MAT® scaling criteria. You can also print your Leader Guide from the Delivery pages.

bank of activities/library

I am logged in, now what do I do?

The first page you will see when you log in to 4MATion® is the Library. On this page, you will find the main navigation at the top right.

Bank of Activities/Training Design Library: A library of all the Training Design lessons you will create. Here you can quickly access the lessons you have created, as well as, share lessons with your team.

Search: This function allows you to quickly find a specific lesson in your Bank of Activities Library.

Duplicate: Use this function when you need to edit only a few areas of a pre-existing lesson to create a brand new lesson.

Help: Don't know how to start your Training Design? Use the Help function. The Help Wizard will aid you with filling out your Training Design lesson plan.

Design Wizard: This is the most powerful tool of 4MATion®. The Design Wizard leads you through a 10-step wizard to shape the details of your Training Design lesson plan.

all the designs you create are listed here

use the main navigation tools to search, duplicate and edit your designs

Home | 4MAT4BUSINESS | Logout

Control Panel

Welcome Jeanine ,

| Bank of Activities | Search | Duplicate | Help | Wizard |

Results 1-45 of 45

1

TITLE	CONCEPT	CONTENT	AUDIENCE	DESIGNER	SHARE	DATE
Getting to Win-Wi...	win-win		New Managers	Jeanine Demo	Everyone	2010-09-21
Title	win win		Target Audience	Jeanine	Everyone	2010-09-20
Getting to Win-Wi...	win-win		New Managers	Jeanine Demo	Everyone	2010-09-21
Title	win win		Target Audience	Jeanine	Everyone	2010-09-20
Getting to Win-Wi...	win-win		New Managers	Jeanine Demo	Everyone	2010-09-21

quickly view the details of your design, such as target audience, who created the design and who has access to the design

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10-step design wizard: overview

24

You will start creating your Training Design and Leader Guide using the Design Wizard. Fill out the wizard questions using the "help" and "example" tools. Next, when you finish your design you will be directed to the Delivery Pages.

helpful visuals throughout the wizard

save your design on step 1

after you save step 1, each step is auto-saved

OPTIONS

Save   Cancel

easy to use navigation

WIZARD

FRAMEWORK | ACTIVITIES | DESIGN
1 2 3 4 5 | 6 7 8 9 10

need inspiration? see examples for this step in the design

fill out each step of the wizard to create your design

Part Two, the Instructional Design

Perform: Observable Behavior and Business Impact

How will the learner demonstrate performance in the real world?
What behaviors will you observe? Measure? What feedback loops will you create?

Debrief Follow-Up Call

Web Follow-Up Call

Overview: Reunion Call scheduled for debrief of real-world application of the content.

Help   Example

Create Guide   Show Wheel   View Details

access the help center for tips & detailed instructions on each step

Outcome 4 (Adaptation) : Learners will assess their effectiveness in adapting the model.

advanced editing tools to build and refine your design

your input auto-populates from previous steps to help you stay on track

10-step design wizard: help center

Click the "help" function on each step of the desin wizard to access support

help center: each tab in the help center offers detailed instructions on completing each step from the design wizard

OUTCOMES | INFORM | CONCEPT | INFORM/PRACTICE | BRIDGE | EXTEND/REFINE | PERFORM | CONNECT/ATTEND | IMAGE

Concept

Step 4: Concept
Effective concepts are:

- Core, essential ideas.
- Form bridges that link the learner's experiences to the content.
- Have immediate relevance for the learners.
- Establish relationships between topics.
- Act as a thread that

Here you are searching for [...] to the
material. The common grou[...] ideas that
hold together the content of a training design. The decision regarding which concept to
use depends on the context. Consider the learners, their backgrounds, the culture of the
workplace and the environment/context. Begin by reviewing the content and looking for a
big idea that encompasses all of the content. Next ask yourself, "What is the big idea that
comes out of this content, the big idea that will form an umbrella to encompass the
content?" Use the [...] hown below:

You can determine [...] s:

_____ is a study in _____.
(content) (concept)

4MATion® video tutorials: video library for just-in-time training

4MATion® education calendar: free, interactive web courses

questions to ask yourself, as you build your design

LEARNING CENTER

4MATion Video Tutorials »

4MATion Education Calendar »

WHAT SHOULD I THINK ABOUT?

1. Think about distilling the content into one big idea-in a word.
2. Think about asking an expert, "What is the one thing a learner must understand to master this [...]"

FRAMEWORK | ACTIVITIES | DESIGN

1 2 3 4 **5** 6 7 8 9 10

STEP 5 of 10

Part One, the Framework

What is the relationship between the concept and the content?

We call this the "Bridge"

win-win

Help   Example

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10-step design wizard: examples

examples: see the bank of activities, with detailed descriptions of activities that fit in each step of the design

LEARNING OBJECTS

Results 1-8 of 8

copy in wheel: click to copy the activity directly into your leader guide wheel

SELECT CONCEPT

Alignment- an arrangement of groups or forces in relation to one another; the proper positioning or state of adjustment of parts in relation to each other

Copy in wheel

Continuous Improvement-constant refinement with the intent of raising overall quality and improving results

Copy in wheel

Focus- a center of activity, attraction, or attention

Copy in wheel

Leadership-the capacity to guide others toward a desired objective

Copy in wheel

Perception-the result of observation, mental image, quick intuitive cognition, appreciation

Copy in wheel

Read More

read more: explains each activity in detail

WIZ.

FRAMEWORK   ACTIVITIES   DESIGN

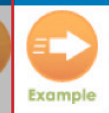1 2 3 4 **5**   6 7 8 9 10

STEP 5 of 10

Part One, the Framework

What is the relationship between the concept and the content?

We call this the "Bridge"

Help   Example

win-win

10-step design wizard: editing tools

Craft a Story vs Report a Story

Objective

Reprocessing activity which requires learners to develop a story around the information being shared. Learners are divided into two reporting groups: creative story-telling and "just the facts" reporting.

Description

Learners are divided into 2 groups. One group(s) will be asked to reprocess and share the information learned in a creative story-telling form. (Optional: The creative story-telling group could be required to do so in picture form using either a Visual Explorer™ tool or magazine photos or drawings.) The other group(s) will reprocess and share the information in reporting style. Divide into learner groups of 4-6. Assign half of the groups the "Creative Story-telling" format and the other half the "Reporting" format.

create guide: type in your content or copy a lesson from the example section to create your leader guide

DESCRIPTION

Craft a Story vs Report a Story

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view details: quickly view your guide in progress

STEP 10 of 10

Part Two, the Instructional Design

Image: Outcome Visualized

What image activity will enable the learner to see the intended outcome of the learning experience?

Meet in the Middle

A Picture is Worth 1,000 Words

Create Guide   Show Wheel   View Details

⭐ Outcome 2 (Knowledge) : Learners will understand the 4-part model for resolving conflict.

Help   Example

FINISH

show wheel: view your 4MAT®design wheel as you create it

4 — Debrief Follow-Up Call — Win-Win Reflection — 1

Perform   Connect

Assessing My Approach

Refine   win-win   Attend

Enter short description of attend step (character limit=50)

Script and Role-play-common scenarios

Extend   Image

Meet in the Middle

Practice   Inform

3 — Moving Forward and Moving Backwards — Interactive Lecture/Content Voting — 2

finish: click to complete your design and move to the delivery pages

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delivery pages

28

Once you have completed all 10-steps in the Design Wizard and click the Finish button, use the delivery pages to refine details, set sharing options, edit content, and print your Leader Guide.

delivery page main navigation

save: store and re-access your design at any time

PAGES

Overview | Learner Outcomes | Instructional Delivery | Assessment | Attachments | Leader Guide

OPTIONS

Save

Cancel

ASSESSMENT

Designer : .....
Title : Title
Bridge : meet in the middle
Viewable by : Everyone

Me
Everyone
Colleague

Target Audience : Target Audience

viewable by: set view access permissions of each design

edit details: change and save the details of your leader guide

0

0

Commitment

Connect

Assess ▼ 0

Apply scaling model

0 Assess ▼

Enter short description of attend step (character limit=50)

Simulation

Visual processing activity to encourage meaningful dialogue on the major concent of the

0 Assess ▼

return to the wizard: click here to return to the design wizard at any time

Gallery Stroll

Reprocessing activity which requires learners to develop a story around the information being shared

3

2

Assess ▼ 0

0 Assess ▼

CLEAR   SUBMIT

delivery pages

attach files such as pdfs, ppts, excel, and word documents

PAGES

Overview | Learner Outcomes | Instructional Delivery | Assessment | Attachments | Leader Guide

ATTACHMENTS

Files attached with this lesson are :

1. Demo Document

Attach File

File Title:

Select File: | Browse...

CLEAR | UPLOAD

VISUAL TOOLS

T-Chart

T-Chart | Step by Step

library of visual aids you can attach to your design

print your leader guide

PAGES

Overview | Learner Outcomes | Instructional Delivery | Assessment | Attachments | Leader Guide

OPTIONS

Print This Page

Hide/Show Notes

GUIDEBOOK

Getting to Win-Win

Delivery Notes

·····

Time Frame

Total time : 0 minutes

hide/show notes in your leader guide

the leader guide displays course outcomes, the 4MAT® wheel and the details you input for each of the 8 steps of delivery

Essential Question
How can conflict be productive?

Outcome: Impact
Learners will assess their effectiveness in adapting the model.

Outcome: Appreciation
Learners will value conflict as a growth tool.

Concept
win-win

4 | 1
3 | 2

Bridge
Value Exchange

Outcome: Skill
Learners will apply the model to real-world issues.

Content
4MAT model for conflict resolution

Outcome: Knowledge
Learners will understand the 4-part model for resolving

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CHAPTER 4: BUILDING YOUR DESIGN

10-step design wizard: step 1

All designs created and saved in 4MATion® are displayed on your "Home" page. The Home page serves as your searchable training library. The data you enter in Step 1 will display in the library. This data will also link to the Search function. Consider choosing descriptions that will aid you in search functionality.

Title: Enter the name of your design.
Ex: "Getting to Win-Win: The Basics of Conflict Resolution"

Content: Describe your content.
Ex: "The 6 Step Conflict Resolution Model"

Target Audience: Describe the learner.
Ex: Entry-level managers

Essential Question: What is the primary question being answered through this learning experience?
Ex: How can conflict be embraced as a productive tool in building healthy teams?

10-step design wizard: step 2

32

You will craft four distinct outcomes for your design. These outcomes will guide you in choosing the appropriate activities to accomplish your objective. The four outcomes align to create a desired behavior shift:
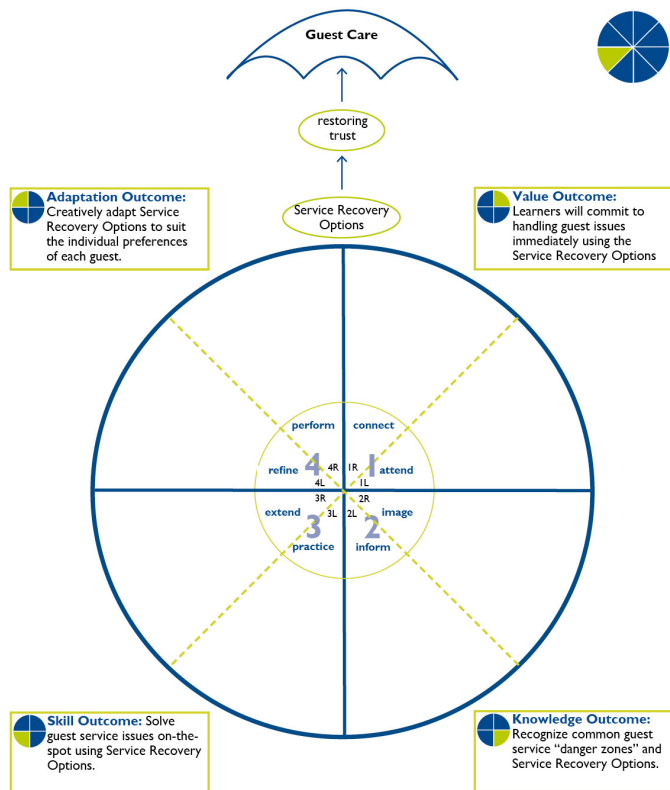
What Should I Think About?

1. Think about where the biggest barrier is to performance: appreciation of value, knowledge, skill or the ability to adapt in different situations.
2. Think about what you can accomplish, given the time available.
3. Think about elevating to the highest level of learning possible given available resources.
4. Think about crafting SMART outcomes—specific, measurable, attainable, realistic and time-specific.

click the help button of step 2 for more information on this step

click the example button for examples of activities for this step

10-step design wizard: step 3

The trainer's task in part two of the Learning Cycle (steps 3 and 4) is to organize the content to deliver key information and ideas. Content must be structured in an organized fashion. Review the knowledge outcome (2) you defined related to the knowledge the learner must have to perform.

1. Mindmap your content so that you can see the connections. Look for how you might organize the content in a simple framework.
2. Edit based on outcomes and time available. Review your defined outcomes. Ask yourself, "Is this content required for the learner to transfer successfully?" Separate content into "need to include" and "nice to include."

The trainer's task in Steps 3 and 4 is to organize the content to deliver key information and ideas. The trainer delivers expert knowledge by enabling learners to visualize and make connections. The learning must be organized conceptually. The content must be delivered in a structured manner that illustrates the relationship between topics.

What Should I Think About?

1. Think about drawing the learner's attention to the big ideas.
2. Think about how you can link all the information to one over-arching concept.
3. Think about how you can visually illustrate the relationship between the concept and supporting topics.
4. Think about involving the learners in the delivery of the information.
5. Think about how the learners can process the information as you share.
6. Think about what is "essential to know" and what is "nice to know."
7. Think about how can you help the learner understand how everything fits together.

WIZARD

FRAMEWORK   ACTIVITIES   DESIGN

1 2 3 4 5   6 7 8 9 10

STEP 3 of 10

Part One, the Framework

What are you teaching?

Describe the content being shared:

Enter Content

Name the content, i.e "presentation skills": 4MAT

Outcome 2 (Knowledge) : Learners will understand the 4-p

click the help button of step 3 for more information on this step

click the example button for examples of activities for this step

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10-step design wizard: step 4

34

Effective concepts are:

- Core, essential ideas.
- Form bridges that link the learner's experiences to the content.
- Have immediate relevance for the learners.
- Establish relationships between topics.
- Act as a thread that weaves all the content together.

Here you are searching for the common ground that connects all your learners to the material. The common ground is your concept. Concepts are the overarching ideas that hold together the content of a training design. The decision regarding which concept to use depends on the context. Consider the learners, their backgrounds, the culture of the workplace and the environment/context. Begin by reviewing the content and looking for a big idea that encompasses all of the content. Next ask yourself, "What is the big idea that comes out of this content, the big idea that will form an umbrella to encompass the content?" Use the answer to this question to create an umbrella, as shown below:

You can determine the concept by completing the following statements:

_____ **is a study in** _____.
(content) **(concept)**

What Should I Think About?

1. Think about distilling the content into one big idea-in a word.
2. Think about asking an expert, "What is the one thing a learner must understand to master this content?"
3. Think about how you can weave all the topics together around a central idea.
4. Think about what the learners already know about this content and connect to this awareness.
5. Think about establishing relationships between everything you will be teaching.

click the help button of step 4 for more information on this step

click the example button for examples of activities for this step

10-step design wizard: step 5

This step helps the learner see "in their mind's eye" the desired learning outcome. This is also an opportunity for the learner to express what they already know or intuitively understand about the content without the pressure of verbally articulating it.

When done well, the learners share how they see the big idea related to the desired outcome. To help you define the bridge for your course, you can use the exercise found below. Complete the statement using your content:

Let's look at possible activities for the following content-concept-bridge relationship:

1. Leadership is a study in alignment and the relationship is defining common direction.
2. Leadership is a study in potential and the relationship is challenging limits.
3. Leadership is a study in empowerment and the relationship is effective delegation.
4. Six Sigma is a study in continuous improvement and the relationship is disciplined methodology.
5. Conflict resolution is a study in win-win and the relationship is needs fulfillment.
6. Effective training delivery is a study in energy and the relationship is movement.
7. Delegation skills is a study in leverage and the relationship is maximizing strengths.

What Should I Think About?

1. Think about what successful implementation looks like.
2. Think about what a highly competent person understands about this content. How can a less competent learner visualize this understanding?
3. Think about how you would sum up successful transfer in a word or two.

WIZARD

FRAMEWORK | ACTIVITIES | DESIGN

1 2 3 4 **5** 6 7 8 9 10

STEP 5 of 10

click the help button of step 5 for more information on this step

Part One, the Framework

What is the relationship between the concept and the content?

We call this the "Bridge"

Help   Example

win-win

click the example button for examples of activities for this step

The bridge for this course is

Value Exchange

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10-step design wizard: step 6

36

We need to understand the underlying concepts and how they connect all of the details. In Inform, you share the knowledge needed for learning transfer.

Step	Learners are ...	Trainer is ...	Examples of Activities
Inform	Receiving information, taking notes, asking questions, discussing	Sharing information and knowledge through lecture, emphasizing the key points through a variety of delivery methods	Presentations Interactive lecture Teams in informal debates Group presentations of material Visual storytelling

What Should I Think About?

1. Think about thinking of ways the learners can present the information.
2. Think about having the learners read and summarize or research and report to the group.
3. Think about encouraging the learners to comment on their colleagues' responses before moving to another question.
4. Think about using open-ended questions to encourage dialogue.
5. Think about encouraging the learners to paraphrase.

WIZARD

STEP 6 of 10

click the help button of step 6 for more information on this step

Part Two, the Instructional Design

Inform: Content, Lecture, Information

What information does the learner need to know to perform?

Interactive Lecture/Content Voting

Content Voting

Create Guide   Show Wheel   V...

Outcome 2 (Knowledge) : Learners will understand the 4-part m...

click the example button for examples of activities for this step

Practice: The Practice, Skills, Activities

What practice activities will demonstrate that the learner understands the content?
How will you check to see if the content shared was absorbed?

Moving Forward and Moving Backwards

Moving Forward and Moving Backward

Overview: Learners will process the content shared in the Inform portion of the design by identifying...

Create Guide   Show Wheel   View Details

Outcome 3 (Skill) : Learners will apply the model to real-world issues.

10-step design wizard: step 7

Here the learner extends the information into their real-world environment. The trainer sets up practice that closely mimics how the learner will use this information in a real-world setting.

Step	Learners are ...	Trainer is ...	Examples of Activities
Extend	Applying the information learned in a way that is relevant to their real-life or work situations	Setting up situations in which the learners use the skills and knowledge as they would in real-life or work situations	In-field observations Problem-solving situations Role-plays Projects that apply the skills learned

What Should I Think About?

1. Think about providing a self-assessment tool.
2. Think about peer feedback.
3. Think about group presentations with feedback.
4. Think about identifying 2 things that worked really well in the application.
5. Think about identifying 2 areas of improvement in the application.
6. Think about creating a learner report card.
7. Think about classifying into "good", "better" and "best" application.

WIZARD

FRAMEWORK   ACTIVITIES   DESIGN

1 2 3 4 5   6 7 8 9 10

STEP 7 of 10

click the help button of step 7 for more information on this step

Part Two, the Instructional Design

Extend: Real World Application Practice

How will the learner apply this in a real-wolrd situation?
What activity will best create a real-world application practice?

Script and Role-play-common scenarios

Script and Role Play Scenarios

Overview: Learners will generate individual conflict situations and script out an approach. In partner groups, learners will share their scripts and role-play.

Create Guide   Show Wheel

Outcome 3 (Skill) : Learners will apply the model to real-world

Help   Example

click the example button for examples of activities for this step

Example

Refine: Assess and Adjust Application

How will you encourage learners for refine on their extension?
What opportunity will you create for the learner to evaluate and assess their application?

Assessing My Approach

Self Assessment:

Create Guide   Show Wheel   View Details

⭐ Outcome 4 (Adaptation) : Learners will assess their effectiveness in adapting the model.

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10-step design wizard: step 8

This is the final step in delivery of the learning experience. It is essential that this step links to the desired application of the learning.

Step	Learners are ...	Trainer is ...	Examples of Activities
Perform	Demonstrating original applications of the learning	Facilitating learning and sharing between learners, giving quality feedback, setting up follow-up and feedback loops	Demonstrations On-site applications Sharing commitments Follow-up progress reporting sessions Reports, articles or stories created and shared with the larger organization

What Should I Think About?

1. Think about refining the learning.
2. Think about how the learner can see new possibilities.
3. Think about gaining learner commitment.
4. Think about setting up feedback loops.
5. Think about how you might extend the learning.
6. Think about how the learners can stay connected.
7. Think about giving and receiving feedback.
8. Think about generating new questions.

WIZARD

FRAMEWORK   ACTIVITIES   DESIGN

1 2 3 4 5   6 7 8 9 10

STEP 8 of 10

click the help button of step 8 for more information on this step

Part Two, the Instructional Design

Perform: Observable Behavior and Business Impact

How will the learner demonstrate performance in the real world?
What behaviors will you observe? Measure? What feedback loops will you create?

Debrief Follow-Up Call

Web Follow-Up Call

Overview: Reunion Call scheduled for debrief of real-world application of the content.

Help   Example

Create Guide   Show Wheel

Outcome 4 (Adaptation) : Learners will assess their effe...

click the example button for examples of activities for this step

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10-step design wizard: step 9

Step	Learners are ...	Trainer is ...	Examples of Activities
Connect	Establishing a relationship between the content and their personal lives	Constructing/facilitating a learning experience that connects the learner personally to the content	Personal Storytelling Simulations Scenarios that really take place Reflections on past experiences Interactive Dialogue

What Should I Think About?

1. Think about eliciting learner's stories around the concept.
2. Think interactive.
3. Think about how to relate the content to the learners' lives.
4. Think about creating a simulated experience.
5. Think about a reflection exercise.
6. Think about learners choosing a quote and sharing why.
7. Think about tapping in to what the learner already knows about the content.
8. Think about learner-generated questions around the content.

click the help button of step 9 for more information on this step

click the example button for examples of activities for this step

10-step design wizard: step 10

40

This is a difficult and important step. It attempts to capture not only the core of the content, but also the connection between the learner insights shared in the first two steps and the information about to be shared in the next step.

Step	Learners are ...	Trainer is ...	Examples of Activities
Image	Seeing the bigger picture of the content about to be delivered Visualizing the desired outcome	Using another medium (neither reading nor writing) to connect the learners to the concept (visual arts, music, movement, etc.) Transforming the concept to be taught into an image or experience- a sneak preview for the learners	Create a visual which illustrates the concept Create a pictorial timeline which depicts the events which shaped our current views Create a visual metaphor using something in the room

What Should I Think About?

1. Think about images which might work to bridge the learner's insights in the first two steps of the design with the content about to be learned.
2. Think about visual organizers the learners can use to map their insights such as Venn Diagram or mindmaps.
3. Think about a collection of images for learners to choose from to describe their insights.
4. Think about visual storytelling.
5. Think about constructing visual metaphors using creative media.

click the help button of step 10 for more information on this step

WIZARD

STEP 10 of 10

Part Two, the Instructional Design

Image: Outcome Visualized

What image activity will enable the learner to see the intended outcome of the learning experience?

Meet in the Middle

A Picture is Worth 1,000 Words

Create Guide   Show Wheel

Outcome 2 (Knowledge) : Learners will understand the 4

Help   Example

click the example button for examples of activities for this step

FINISH

CHAPTER 5: FINISHING YOUR DESIGN

delivery pages: instructional delivery

42

main navigation: click these icons to navigate through your delivery pages

click "edit record" to allow option to assess the design

PAGES

Overview

Learner Outcomes

Instructional Delivery

Assessment

Attachments

Leader Guide

OPTIONS

Edit Record

Delete Record

INSTRUCTIONAL DELIVERY

Designer : **Jeanine Demo**
Title : Getting to Win-Win
Bridge : Value Exchange
Viewable by : Everyone

Target Audience : New Managers

Return to Wizard

Help

4MAT® wheel: 4MATion® automatically organizes content from the 10-step design wizard into the 4MAT® wheel

4

Debrief Follow-Up Call

Assessing My Approach

Script and Role-play-common scenarios

Perform

Refine

Extend

Practice

Connect

Attend

win-win

Image

Inform

Moving Forward and Moving Backwards

1

Win-Win Reflection

Meet in the Middle

Interactive Lecture/Content Voting

3

2

4MAT 4BUSINESS®

delivery pages: overview

click "edit record" to allow option to assess the design

PAGES

Overview · Learner Outcomes · Instructional Delivery · Assessment · Attachments · Leader Guide

OPTIONS

Edit Record

Delete Record

OVERVIEW

Title

Getting to Win-Win

Content

quick overview of the course content

Enter Content

Learning Outcomes

......

Delivery Notes

......

Time Frame

0 minutes

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delivery pages: learner outcomes

44

click "edit record" to allow option to assess the design

PAGES

Overview | Learner Outcomes | Instructional Delivery | Assessment | Attachments | Leader Guide

OPTIONS

Edit Record

Delete Record

DESIGN FRAMEWORK

Designer : **Jeanine Demo**
Title : Getting to Win-Win
Bridge : Value Exchange
Viewable by : Everyone

Target Audience : New Managers

4MAT® conceptual framework shows the relationship between course outcomes and activities

Essential Question
How can conflict be productive?

Outcome: Impact
Learners will assess their effectiveness in adapting the model.

Outcome: Appreciation
Learners will value conflict as a growth tool.

Concept
win-win

4

3

1

2

Bridge
Value Exchange

Content

Outcome: Skill
Learners will apply the model to real-world issues.

4MAT model for conflict resolution

Outcome: Knowledge
Learners will understand the 4-part model for resolving conflict.

Return to Wizard

delivery pages: assessment

this is an example of the assessment page in edit mode

click save to store your design in the bank of activities/library

PAGES

Overview

Learner Outcomes

Instructional Delivery

Assessment

Attachments

Leader Guide

OPTIONS

Save

Cancel

ASSESSMENT

Designer : .....

Target Audience

Title : Getting to Win-Win

Bridge : Value Exchange

Viewable by : Everyone

review the learning activity and assess the learning impact using the scaling criteria

Assess 1 | 1 Assess

0 The activity connects learners to the concept in a personal way and directly relates to the concept. There is a meaningful exchange among learners regarding their experience with the activity.

+1 The activity goes to the heart. Learners have an emotional connect between the activity and their own past experiences. This connect is a deep and rich one.

+2 The activity has high personal growth potential. The connection creates a high need to further explore the learning.

4

Assess 0

Assessing My Approach

Enter short description of attend step (character limit=50)

0 Assess

type in the text boxes to edit the activity details

Script and Role-play-common scenarios

Assess 0

Meet in the Middle

1 Assess

Moving Forward and Moving Backwards

Interactive Lecture/Content Voting

3

2
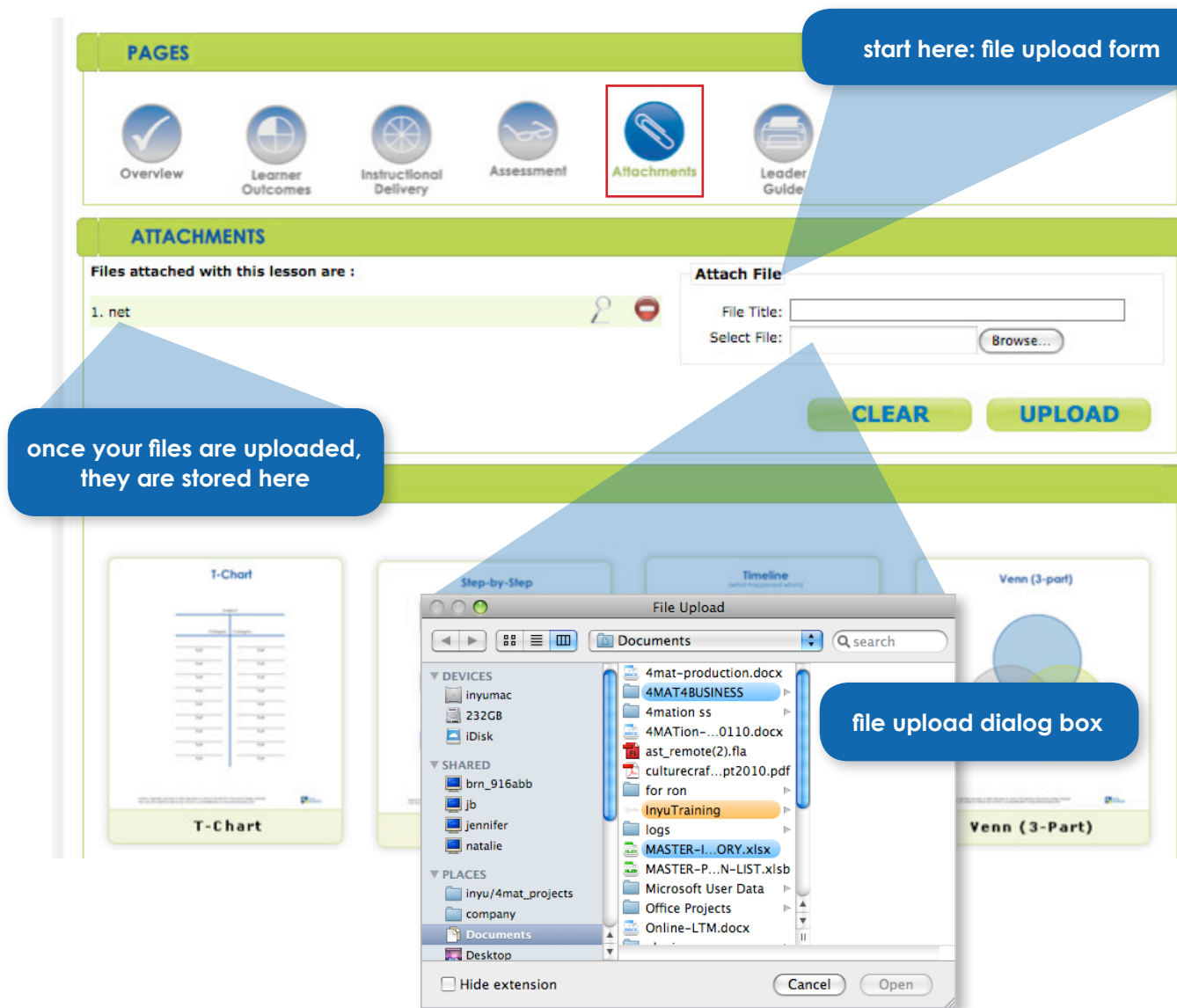
Assess 0

0 Assess

CLEAR   SUBMIT

4MAT 4BUSINESS®

delivery pages: attachments

46

How to Upload a Document

1. Navigate to the Attachments delivery page.

2. Enter a new file title.

3. Click "browse" **Browse...** next to the "select file" text box.

4. A file upload dialog box will open.

5. Find the file you wish to upload and click "open." **Open**

6. The dialog box will close and the document title will appear in the "select file" text field.

7. Next, click green "upload." **UPLOAD**

8. The file will begin to upload.

9. Once the file has uploaded, it will show up under the "files attached with this lesson are" section.

10. Now you can share the uploaded documents with your team.

start here: file upload form

once your files are uploaded, they are stored here

file upload dialog box

www.4mat4business.com 866.888.4MAT

delivery pages: leader guide

print your leader guide

the leader guide displays course outcomes, the 4MAT® wheel and the details you input for each of the 8 steps of delivery

PAGES

Overview | Learner Outcomes | Instructional Delivery | Assessment | Attachments | Leader Guide

OPTIONS

Print This Page
Hide/Show Notes

GUIDEBOOK

Getting to Win-Win

Delivery Notes

.....

Time Frame

Total time : 0 minutes

Section 1: Design Framework

Concept :
win-win

Content :
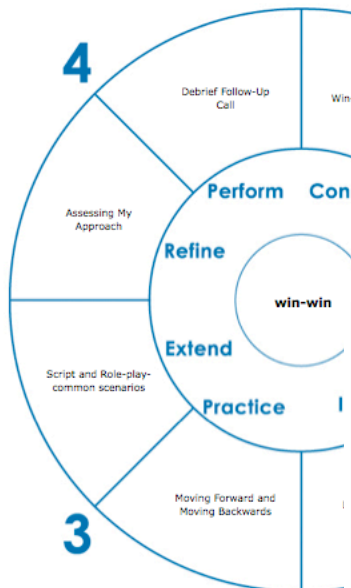Enter Content

Bridge :
Value Exchange

Essential Question :
How can conflict be productive?

Outcomes :

Outcome 1 (Value): Learners will value conflict as a growth tool.
Outcome 2 (Knowledge): Learners will understand the 4-part model for res
Outcome 3 (Skill): Learners will apply the model to real-world issues.
Outcome 4 (Adaptation): Learners will assess their effectiveness in adaptin
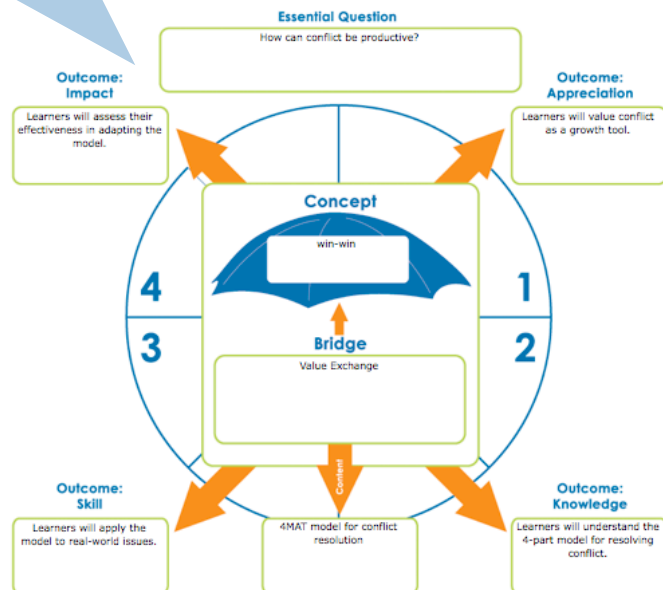
Section 2: Instructional Delivery

Essential Question
How can conflict be productive?

Outcome: Impact
Learners will assess their effectiveness in adapting the model.

Outcome: Appreciation
Learners will value conflict as a growth tool.

Concept
win-win

Bridge
Value Exchange

4 | 1
3 | 2

Outcome: Skill
Learners will apply the model to real-world issues.

4MAT model for conflict resolution

Outcome: Knowledge
Learners will understand the 4-part model for resolving conflict.

Debrief Follow-Up Call
Assessing My Approach
Script and Role-play common scenarios
Moving Forward and Moving Backwards

Perform Con
Refine
Extend
Practice
win-win

Connect: Connecting to the Concept Experientially
Connect

Attend: Attending to the Connection
Enter short description of attend step (character limit=50)

Image: Creating a Mental Picture

A Picture is Worth 1,000 Words

Objective

Visual processing activity to encourage meaningful dialogue on the major concept of the course. This can be used in traditional and e-learning programs.

Practice: Developing Skills
Gallery Stroll

Extend: Extending Learning to the Outside World
Simulation

Refine: Refining the Extension
Apply scaling model

Perform: Creative Manifestation of Material Learned
Commitment

4MAT 4BUSINESS®

resources

48

Test Drive 4MATion®

Ready to see 4MATion® in action? Sign up for your free 30-day trial today and receive the **Getting Started with 4MATion® User Guide**.

How do I sign up for my free trial?

1. Go to **www.4mat4business.com** and click "Get Your Free Trial" under the 4MAT® Training Design Center section.
2. Click the "Sign Up for Your 30-day Trial" link and fill out the forms.
3. Upon completion of the sign up process, you will receive your user name, password and the 4MATion® login link.
4. Follow the instructions in your confirmation email to log in to your 4MATion® account.

How do I sign up for my free trial?

1. Go to **www.4mat4business.com/4mat** and log in to your account.
2. Click the "Download the User Guide" button on the 4MATion® home page.

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We offer free 4MATion® previews online. To view our course calendar and register for a 4MATion® demo, visit **www.4mat4business.com/4mation** and click the "4MAT Event Calendar" button.

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Unlimited access to 4MATion® for 30 days	$0.00
1 year subscription at 30 days	$299.00
Amount Due Today	**$0.00**
Amount Due in 30 days	**$299.00**

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How do I cancel?

You can easily cancel by calling 866.888.4MAT at any time during your free trial. You will still be able to use 4MATion® for the rest of the 30-day period.

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